



Competency Assessment Guidance Document

CAP 1715

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Introduction

This Guidance Document has been developed in collaboration between the industry A31 working groups and the UK Civil Aviation Authority.

The purpose of this document is to provide guidance to aviation organisations conducting competency assessments. It is suggested that this procedure be used by maintenance, continued airworthiness management and production organisations to assist in building their internal competency assessment processes. It is hoped that industry wide adoption of a harmonised procedure will help generate consistency of competency assessment within the aviation environment and thereby help to improve maintenance, airworthiness management and production standards.

Competency assessment procedure

Competency assessment should include an analysis of the need for additional training or support to individuals according to the required task, as detailed in organisational procedures. The competence assessment should test both knowledge and understanding, and should (wherever possible) include an 'on the job' assessment as a test of performance. The 'on the job' assessment should be carried out by appropriately qualified personnel, such as managers, team leaders and supervisors.

The Competency Assessment Template referred to in paragraph 4.7 can be used to conduct and record the Competency Assessment and as a means to identify any additional training/actions required to attain the appropriate levels of competency.

Definitions

Competence is defined in [ICAO Doc 10098](#) (Competency-based Training and Assessment for Aircraft Maintenance Personnel) as '*A dimension of human performance that is used to reliably predict successful performance on the job. A competency is manifested and observed through behaviours that mobilize the relevant knowledge, skills and attitudes to carry out activities or tasks under specified conditions.*'

Knowledge is defined as facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

Ability is defined as the physical or mental power or skill needed to do something.

Competency and assessment process

1. Pre-interview checks

To be conducted by the assessor ahead of the interview/assessment.

Security clearance (if applicable), to the requires level for the job profile.

Validation of candidate

- 1.1 How does the candidate meet the requirements of the Job Description for the role they are doing/applying for (i.e., shift work, location, base maintenance/line maintenance/workshop, lone working, leading a team of unlicensed engineers, or following instructions given by the Licenced Engineer or supervisor?)
- 1.2 Experience requirements against the relevant rule – does the candidate meet any specific requirements as detailed in the applicable area of standard?
- 1.3 Human factor training
- 1.4 Recurrent / continuation training requirements against the area of standard within the applicable regulation(s)
- 1.5 Basic training as applicable
- 1.6 Any recency requirements (refer to applicable regulation)
- 1.7 Any occupational health requirement relevant to the role/job description i.e. Eye sight test, hearing test etc.

NOTE: Prior to the interview the candidate should be informed to provide original and valid documentation including current aircraft maintenance licence, if applicable.

2. Technical knowledge requirements

- 2.1 It is important that the candidate has sufficient knowledge of the applicable regulations, according to the organisation's scope of approval and associated privileges.
- 2.2 The candidate must have a good technical understanding of their day-to-day task requirements and duties. It is also important for the candidate to be trained in the organisational procedures and reporting systems, pertinent to their job role.
- 2.3 The organisation should analyse all responses from the competence assessment. Should an individual's competence fall below an acceptable level, it is the organisation's responsibility to identify suitable support and measures which are necessary to attain satisfactory competency. For example, by training, mentoring or working under supervision).

- 2.4 An individual's competence should be re-assessed periodically as required by the specific regulations or following the application of any support measures.
- 2.5 Authorisations of the individual may be limited or suspended whilst support measures are progressed.

3. Ability

In addition to the knowledge, skills and behaviours, the competency assessment should consider the individuals physical and mental ability to perform their role to the required standard, whether temporary or permanent ([refer to CAP562, Leaflet H-60](#)). An example of such may be:

'An engineer has recently been prescribed prescription lenses to correct deficiencies in their vision or prescription medication which may impair their work performance (e.g. sleeping tablets, anti-depressants, antibiotics, anti-histamine, or blood pressure medication).'

In these cases, the engineer concerned should inform their respective line manager / compliance monitoring department to ensure that the organisations processes and procedures are followed.

In these circumstances, the organisation is advised to perform a further competency assessment to determine if the person(s) ability to perform their intended duties has been adversely affected or where reasonable adjustments need be made.

4. Behavioural & Attitude factors

The demonstration of the appropriate personnel attitudes & behaviours are crucial factors that go towards maintaining and continuously improving maintenance and continued airworthiness standards. The demonstration of positive attitude and behaviours also aids the promotion of safe working environment and contributes to a well-structured and effective Safety Management System. Positive attitudes and behaviours are critical to the delivery of a functional SMS the and the encouragement of a Just Culture in an organisation.

- 4.1 Decision Taking & Judgement Making
- 4.2 Professionalism
- 4.3 Integrity
- 4.4 Adaptability
- 4.5 Leadership
- 4.6 Team Working

Guidance and sample questions

Behavioural and Attitude factors are described in sections 3.1 to 3.5 with sample questions which can be used during the competency assessment.

4.1 Decision Taking & Judgement Making

- (a) Not jumping to conclusions, primarily using factual evidence
- (b) Proactive, anticipating potential issues and taking appropriate action dealing with them
- (c) Not allowing personal preconceptions to interfere with daily tasks
- (d) Remaining open minded for reappraisal

‘Tell me about the last decision that you made which required thought and analysis?’

‘Tell me about a time you had to make a quick decision?’

‘What elements did you consider when making the decision & how did you assess the risks involved?’

‘Tell me how you would go about making sure your decisions are realistic, workable and permissible?’

4.2 Professionalism

- (a) Recognising own limitations & strengths, taking accountability for actions
- (b) Ability to engage with colleagues and customers, to promote awareness of risks involved
- (c) Remaining calm and efficient under pressure
- (d) Proactively seeking training and advice, when unsure

‘Discuss an experience where you explained a complicated technical task to a colleague without your experience’.

‘How do you manage relationships with a difficult individual (colleague, customer, pilot, owner)?’

‘How would you resist giving “popular” responses which could lower standards when under pressure?’

4.3 Integrity

- (a) Understand the implications of commercial imperatives

- (b) Never jeopardise the safety of others by cutting corners
- (c) Strive to maintain high standards of work consistently

‘Consider individual or organisational conflict (stakeholders)’.

‘How do you manage conflict? Provide an example of when you have done this’.

‘Can you name three of your strengths and weaknesses?’

‘Have you ever been asked to compromise your integrity by your supervisor or colleague?’

4.4 Adaptability

- (a) Accepting change in a positive way
- (b) Learning from mistakes and those of others
- (c) Considering a problem from different perspectives

‘Describe a situation where you were responsible for getting others to make a change. What role did you play and what action did you take? What was the outcome? If you could do it again, would you do anything differently?’

‘Describe a situation in which you embraced a new system or technology at work that was a major departure from the old way of doing things’.

4.5 Leadership

- (a) Encouraging others to achieve and exceed their objectives, assisting through challenging situations
- (b) Motivating others through adapting organisation’s culture and creating a pleasant environment and recognising colleagues’ efforts
- (c) Having confidence to complete a task with little or no supervision
- (d) Taking personal responsibility for ensuring that tasks are fully completed

‘Describe a situation where you were required to improve the performance of your team.’

‘How do you encourage creativity?’

‘Discuss an experience where you explained a complicated maintenance task to a colleague with less experience than you.’

4.6 Teamworking (Collaborating positively with others for mutual benefit)

- (a) Shows respect to all team members at all levels by treating them with equal courtesy and consideration
- (b) Understands the effects of their actions and words on other people and modifies their behaviour to achieve results,
- (c) Minimises conflict and takes active steps to relieve tension and stress within the team, exhibiting rapport and compassion to build effective working relationships,
- (d) Coaches and trains less experienced colleagues and shares ideas, information, and solutions for the team's benefit,

5 Anybody's Competency Assessment Template

The CAA has published a [Competency Assessment Template \(SRG1700\)](#) as a PDF fillable form, which can be used by industry and completed electronically.

It also serves as a means to identify any additional training needs or actions required to attain the appropriate levels of competence. It is envisaged that the template can be used during 1 to 1 interview's and/or on the job assessments.

If organisations choose to develop their own competency assessment form we suggest that it covers all the applicable elements of the SRG1700, as applicable to the scope of approval of your organisation.

Notes on competency ratings

In the [Competency Assessment Template \(SRG1700\)](#), the level of competence is measured on a scale of 1 to 10, with 1 being the minimum and 10 being the maximum.

1 = Has no understanding of the subject

5 = Meets the minimum required level of competence

10 = The person is highly competent and is able to train or mentor their peers.